

**Recommendation for Continuing Approval  
of  
Iowa State University Practitioner Preparation Program**

**May 11, 2006**

Iowa State University of Science and Technology (ISU) was the first and remains one of the nation's premier land-grant universities. It has embraced the land-grant principles throughout its 138-year history; evidence of this is seen in the Mission Statement of the 2005 Strategic Plan, to "create, share and apply knowledge to make Iowa and the world a better place." ISU is one of only 34 public universities to be invited to join the American Association of Research Universities and is a Carnegie Doctoral/Research-Extensive University.

Teacher education at ISU began as normal studies when ISU opened in 1868. This program, created and taught by President Welch, may have been the first four-year teacher preparation program in the country. In the early 1900's several departments established their own teacher preparation programs: agricultural education, vocational education, home economics education and physical education. This began the long tradition of ISU's university-based teacher education program, in which some faculty members hold joint positions between education and their subject-area departmental homes.

Today, the ISU University Teacher Education Program (UTEP) is offered through three colleges but is directed by the Dean of the College of Human Sciences. Colleges currently offering teacher licensure include: Agriculture, Liberal Arts and Sciences, and Human Sciences. The University Teacher Education Program Committee (UTEPC) is the executive committee for the program faculty.

In recent years ISU has graduated around 350 new teachers a year, approximately 8% of the University's graduates. The program offers 71 endorsements and employs a faculty of 72 full-time and 20 part-time instructors/professors.

The Iowa Department of Education review team met in Des Moines on September 1, 2005, to conduct a preliminary review of the ISU program. A summary of questions and requests for information was sent to the ISU program. These were addressed during the on-site visit conducted October 16-20. Upon receipt of the team's report, ISU began work on issues addressed by the team. A thorough rejoinder has been received by the DE; the Program is now ready to be submitted to the State Board of Education.

## IOWA STATE UNIVERSITY PRACTITIONER PREPARATION PROGRAM APPROVAL

### General Comments

- This team believes that many of the elements necessary to create an outstanding university-wide teacher education program are in place at ISU, including vision, leadership, a more expansive look at budgeting, and a policy-making body. Many of the accreditation concerns expressed during this visit can be resolved through a collaborative effort among program administrators, the University Teacher Education Program Committee (UTEPC), and content areas of the program. It is strongly recommended that appropriate support for leadership be provided by the College and that UTEPC be proactive in its purpose, thus validating the Teacher Education Program in the eyes of the university. The team believes that the enthusiasm and positive attitudes displayed by faculty, administrators, and support staff, together with the work that has been done to date, are key ingredients for creating a dynamic university-based teacher preparation program.
- Although the report will address concerns within the large program, the team was impressed with “pockets of excellence,” exemplary aspects/segments that provide models for other parts of the Program as well for other teacher preparation programs.
- This review is limited to that which a team of eleven was able to observe and determine in three days. Comments regarding specific areas of the larger program are included to provide the most complete view possible of UTEP and to serve as assistance in total program improvement.

### I. Unit Governance and Resources Standard

#### Initial Team Decision:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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#### Strengths

- The University Strategic Plan focuses on education as the first of five priorities. The importance of quality teachers is reflected in the sub-goal, “Develop, recognize, and reward excellent teaching.” This appreciation of teaching at the university level was mirrored by an emphasis on providing excellent teachers for PK-12 schools through the newly organized University Teacher Education Program (UTEP).
- The University Teacher Education Program (UTEP) is emerging as a university-wide program in the preparation of teachers at ISU. It is clear from interviews with the President and the Provost that they are committed to the success of the reorganization of UTEP.
- The new Dean of the College of Human Sciences is fully engaged in facilitating the continued development of UTEP; her energetic leadership will be integral in this process.
- Many elements for institutionalizing UTEP, such as plans for relocation, staff, budget, policies, and administration, are already in existence. Equally important, faculty enthusiasm for creating this program is high.

- At this time, the addition of administrative positions to UTEP has resulted in greatly enhanced communication among the major departments.
- The current governing body, University Teacher Education Program Committee (UTEPC), includes representatives of departments offering a teaching major. This is a major improvement from the previous model and provides a great vehicle for development of the new university-based program.
- Technology and technology support available to students and faculty is exemplary. Good use is made of on-line materials for instructional support. The Center for Technology in Learning and Teaching (CTLT) is an outstanding resource for students and faculty.
- With the exception of one program, faculty members perceive their resources, classrooms, materials, technology, and support to be adequate or better for their programs. The Parks University Library received high praise from faculty in terms of materials and support provided to faculty. The Palmer Laboratory is an excellent resource for Early Childhood Education majors.

### **Concerns/Recommendations**

- Teacher education faculty members and support staff are eager to institutionalize UTEP as a university-wide presence. This will have to be acted upon as soon as possible so that current momentum is maintained.
- The position of Associate Director should be full time and carry appropriate faculty/administrative designation; the position of Program Coordinator should be maintained at full time. With this change, job descriptions for the UTEP Office Team should be developed. Appropriate new faculty line(s) should be implemented to support this new organizational structure.
- College administration is encouraged to employ the expertise and enthusiasm of the UTEPC in successfully implementing the new organization of teacher education at ISU. It is suggested that resources be allocated to support such work.
- UTEPC may wish to consider establishing shared professional development as a major role of the UTEPC so that the spirit of collegiality remains a critical component.
- Student involvement in teacher education governance should be explored beyond the inclusion of the two student positions already on UTEPC.
- Teacher Education Faculty perceive teacher education to have been undervalued at ISU as evidenced by insufficient staffing resources in some programs as well as in some clinical practice supervision. UTEP should take a close look at the use of clinicians, lecturers, and graduate students in critical teaching areas. New faculty lines should be considered.
- Due to funding constraints, student teaching supervision in some programs had been reduced (number of visits per placement). It is the understanding of the team that an appropriate number of visits is currently being supported. The team urges continued support of this critical aspect of the program.

**Items that must be Addressed Prior to State Board Action:** Convene an advisory committee. UTEP is to submit to the state a roster of members and a date for the first meeting prior to approval. Minutes of meetings should be submitted to the state for the first two years of the committee's existence.

**ISU Response:** UTEPC has established an External Advisory Subcommittee. Submitted to the State were: a list of nominations, draft invitations, and draft agenda for the proposed April 19<sup>th</sup> meeting.

**Final Recommendation:** Now that the ISU Program has addressed the item above, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met

## II. Diversity Standard

### Initial Team Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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### Strengths

- Efforts focus on increasing the percentages of both faculty and students of color in UTEP and also on awareness and attitudes of Euro-American UTEP students and faculty.
- The percentage of both students and faculty of color in UTEP has increased over the last five years. The Minority Liaison Officers (MLO) work hard to recruit students of color and provide an important source of support once students are on campus.
- The President's focus on establishing diversity committees within the colleges and the mentoring plan for new faculty members of color are promising.
- The George Washington Carver program is a promising inter-collegiate collaborative program for increasing the diversity of the teaching force in central Iowa. The percentage of students of color in UTEP has increased to an even greater extent when the George Washington Carver program is considered.

### Concerns/Recommendations

- Although the percentage of students and faculty of color has increased, the percentage in UTEP remains lower than campus-wide numbers.
- It will be important not to rely on the George Washington Carver Program to be the major or only mechanism for increasing diversity.
- The College should consider the effects of the loss of the Assistant Dean for Student and Minority Affairs on recruitment and climate.
- The Minority Liaison Officers in the Colleges of Agriculture and Human Sciences believe they could increase their recruitment efforts and more effectively do their frontline work with students if they were given clerical and data management support.

**Items that Must Be Addressed Prior to State Board Action:** None

### Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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### III. Faculty Standards

#### Initial Team Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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#### Strengths

- In reviewing materials about full and part-time faculty who are considered part of UTEP, the team found that faculty are prepared in the academic areas in which they teach, and many have had experiences teaching in the corresponding PK-12 areas.
- Faculty members are engaged in a range of scholarly activities: funded research, publication in journals, book authoring, and production of curriculum materials.
- Research and publication that is focused on pedagogy in teacher education programs can be useful in improving teaching across UTEP.

#### Concerns/Recommendations

- A number of current methods instructors appear to have no PK – 12 teaching experience. These include adjuncts, teaching assistants, lecturers, and probationary faculty members.
- Mentoring and monitoring of non-tenure-line and part time faculty's teaching seems to vary. Some non-tenure-line and part time faculty feel isolated or unsupported in their work.
- While some individuals have considerable involvement on state committees and in schools, more faculty members could be encouraged to share their expertise in these ways and to collaborate with local school districts.

**Items that Must Be Addressed Prior to State Board Action:** Conduct an internal review of all faculty in UTEP regarding qualifications (scholarly and teaching experience) and assignments.

**ISU Response:** The UTEP Administration Team worked with Department Chairs to conduct an internal review of all faculty in UTEP. A chart has been submitted and reviewed by the State. This allows UTEP to monitor more closely the qualifications of teacher education faculty in this university-based system.

**Final Recommendation:** Now that the ISU Program has addressed the item above, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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#### IV. Clinical Practice Standard

##### Initial Team Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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##### Strengths

- Cooperating teachers and principals report that student teachers are well prepared in content, theory, teaching strategies, and planning. They report that ISU is rigorous, with strong expectations and appropriate supervision.
- Excellent communication exists between the field office and student teacher supervisors. Concerns are addressed quickly.
- Student teachers who were observed by team members appeared confident, warm, professional, articulate, and knowledgeable.
- Students report that professors model their theories and are supportive, responsive, caring, and prompt.
- Supervisors in one district serve a cluster group of student teachers and are familiar with local schools and communities. This provides strong support and direct communication with ISU.

##### Concerns/Recommendations

- Candidates have limited experiences with students of diverse backgrounds and abilities. Many candidates made statements such as: “We feel we are being taught to teach kids in the middle with limited exposure to the two extremes—gifted and talented and students with limited abilities” and “We need to see general education and special education teachers collaborate and co-teach.”
- Candidates in some parts of the program would benefit from more required opportunities in a variety of classrooms for hands-on experiences prior to student teaching.
- Because of the size of the program, a need exists for a website for student teacher candidates: expectations, requirements, deadlines, schedules, explanations of Designated Performance Indicators (DPIs) and portfolios, etc. Cooperating teachers suggested that templates and information be placed on-line.
- The recent restructuring of the University Teacher Education Program has substantially increased the responsibilities of the Office of Field Director; budgeting for this important segment of the program should be reviewed and adjustments made.

##### Observations/Comments from the Field

From cooperating teachers and principals:

- “I always get two student teachers per year because they are always great. The transition to teaching is smooth. They are always eager, involved, and engaged.”
- “ISU student teachers have an extremely strong work ethic. They arrive early and leave late.”
- “The ISU student teaching supervisors are especially strong. They serve as a safety net and respond quickly if there is a problem. They come in the first day with a student teacher or practicum student which makes them accountable.”
- “We hire for character. ISU student teachers give us the best they have every day. Character is connected to classroom management. If instruction is meaningful, there is no management issue.”
- “You don’t get kids’ heads until you get their hearts. One reason ISU works is because they have that attitude instilled.”

**Items that must be Addressed Prior to State Board Action:** None

**Final Recommendation**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**V. Assessment: Candidate Performance Standard**

**Initial Team Decision**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Strengths**

- Technology courses and support, especially through the Center for Technology in Learning and Teaching, are exemplary.
- Reading in the content areas is strong in some parts of the program; these can provide models for areas that need improvement.
- National teacher preparation (INTASC) standards are embedded in the professional education core.
- Strong content background is provided for elementary education candidates through general education requirements; especially strong are the multiple courses in science, math and social science.
- The division of several courses for focus on specific age groups appears very successful.
- Most secondary endorsement areas require two courses in methodology in addition to general methodology.
- Several areas of the program are exemplary in the assessment of candidates: curricula directly linked to national standards with well-designed scope and sequence, effective use of Designated Performance Indicators (DPIs), and communication with candidates. It is recommended that these areas of the program could serve as models/consultants for other content areas.

**Concerns/Recommendations**

- Some issues surfaced from candidates regarding courses. Issues that merit consideration include: differences in expectations/requirements in multiple-section courses, overlap of content in some courses, and more balanced approach to theory/application in some courses.
- More consistency throughout the program is recommended, especially among the secondary offerings. Especially important to review are 1) orientation of candidates to the program, 2) the purpose and structure of practicum experience, 3) the use of consistent standards, competencies and performance indicators (DPIs), and 4) evidence in syllabi of national content and state teaching standards.

**Items that Must Be Addressed Prior to State Board Action:**

- 1) Present a plan to assure that all candidates have an adequate background to educate students with exceptionalities (especially the gifted and talented and students with disabilities).

**ISU Response:** The Department of Curriculum and Instruction has created a new three-credit course targeting secondary teacher education candidates. (Elementary education candidates are currently required to complete a course focused on exceptionalities.) This course will be taken concurrently with the second methods course. The lecture component of the course is linked to a lab where candidates are required to adapt lessons for exceptional learners. The lab component will incorporate the co-teaching/collaborative teaching model currently required in K-12 under IDEA. The syllabus has been submitted and reviewed by the State.

This new course will be available in the spring of 2007 and will become a requirement for all secondary education candidates. For current juniors and seniors who will be unable to include this course in their schedules, a workshop focused on exceptionalities will be delivered beginning in the fall of 2006.

- 2) Present a plan to improve the consistency of the program overall, with attention, especially, to the use of standards, DPIs, and other program requirements.

**ISU Response:** A proposal was submitted to the Iowa Department of Education for funding from the Teacher Quality Enhancement Grant to help clarify and provide ready access to standards assessments (DPIs) on the part of candidates and advisors. The project will provide a database that can track the progress of teacher education candidates from admission to alumni. Implementation is planned for the 2006-07 school year and will take place regardless of funding. A copy of the proposal has been reviewed by the State.

**Final Recommendation:** Now that the ISU Program has addressed the item above, this standard is met.

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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## VI. Assessment: Unit Evaluation and Planning

Team Decision

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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### Concerns/Recommendations

- The assessment system at present is under development. Given the recent organizational and administrative changes, there is a need and an opportunity to clarify the coordination of the assessment system development. Time and resources must be provided for this responsibility.
- UTEP is encouraged to review the current assessment plan with attention to the following items:



- An electronic system needs to be developed to help in the collection, storage, and processing of candidate performance data over time.
- At present, multiple measures are used to monitor candidate progress, but it is not clear how results are summarized, reported, and used to improve programs at each stage of preparation.
- A more systematic plan for sharing assessment data with faculty along with guidance for reflection and improvement is needed.
- A process for reviewing and revising assessments to establish fairness, accuracy and validity needs to be developed.

**Item that must be Addressed Prior to State Board Action:** Submit a comprehensive plan for program assessment throughout the University Teacher Education Program prior to recommendation. Implementation should be well underway within two years.

**ISU Response:**

- 1) The database system that is addressed through the request for funds through the Teacher Quality Enhancement Grant will allow UTEP to compile and disseminate information to UTEPC for program improvement.
- 2) The new External Advisory Subcommittee will provide feedback and review of the University Teacher Education Program.
- 3) The UTEPC Assessment Subcommittee will provide additional program review. During the last two months the subcommittee worked with the coordinator of the Research Institute for Studies in Education to revise upcoming assessments of graduates and employers of graduates. A systematic follow-up five-year plan for UTEP graduates will provide feedback on the effectiveness of the Program.

**Final Recommendation:** Now that the ISU Program has addressed the item above, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Recommendation for Continuing Approval  
of  
Clarke College  
May 11, 2006**

Clarke College is a Catholic, liberal arts institution founded in 1843. Located on a 55-acre campus in Dubuque, Iowa (population 60,000), the school serves a total enrollment of 1246 (fall, 2005), including students from 27 states, Puerto Rico, and nine foreign countries. Clarke College is consistently named to the top tier of Midwestern colleges in the “Best Comprehensive Colleges-Bachelor’s” category by *U.S. News and World Report*.

Clarke College graduated 64 new teachers during the 2004-05 school year. The Clarke Education Department offers 39 endorsements as well as a Master of Arts in Education. The elementary program incorporates a Professional Development School, unique among Iowa programs and certainly a strength in the preparation of teachers at Clarke.

The Iowa Department of Education review team met in Des Moines on January 31, 2005, to conduct a full-day preliminary review of the Clarke program. Following that meeting, a summary of questions and requests for additional information was sent to Dr. Anderson, Chair of the Clarke program. Due to the extensive list of questions and requests, the team suggested that the site visit be moved from March 8 – 11, 2005 to April 26 – 28, 2005. Dr. Anderson provided a detailed response to our questions and requests. The visit was conducted on April 26 – 28 with the exit report conducted in the afternoon of April 28. Upon receipt of the team’s report, Clarke began work on the requirements specified by the DE. A thorough rejoinder has been received by the DE; the Program is now ready to be submitted to the State Board of Education.

**CLARKE COLLEGE  
PRACTITIONER PREPARATION PROGRAM APPROVAL**

**I. Unit Governance and Resources**

**Initial Team Decision:**

<b>Met Or Met with Strength</b>	<b>Met Pending Conditions Noted Below</b>	<b>Not Met</b>
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**Strengths**

- It appears that course and program changes, deletions, and/or additions originate in the Teacher Education Department and that an Education Policy Committee makes the final decision. The process is clearly understood by all involved, and the Education Department faculty have submitted several proposals.
- Collaboration and communication among department faculty and staff in the PDS programs is outstanding.
- The Professional Development School (PDS) model provides quality clinical practice for elementary education majors. Elementary Education majors spend a minimum of 30 contact hours each of two semesters with students and teachers in PDS schools and faculty are generally onsite to provide coordination and guidance. The team commends the department on its PDS program and the plan to expand the offerings to music, special education, and secondary education students.
- Clarke can be proud of its technology that includes: 266 up-to-date computers (student to computer ratio of 6 to 1); fourteen computer labs with a range of 10 to 36 computers available for instructional purposes and student use; twenty-six “smart classrooms;” and adequate technology staff to support the system.
- Two lines of library funding, one for the general collection and one for the Instructional Resource Center provide a wealth of resources for students and faculty members.
- The Education Department has made some difficult decisions that resulted in the elimination of the early childhood, special education, and online MA programs. All proposals were approved through the regular channels.

**Concerns**

- Clarke has not had a functioning advisory committee, as mandated by the state, during the past five years. The team understands that the department has recently worked toward establishing such an advisory body.
- Funds allocated for faculty professional development are inadequate.
- Faculty members engaged in Professional Development Schools (PDS) are not sufficiently reimbursed for the time commitment and responsibilities of their work. Adjustments in their course loads should be made. This concern was noted during the last state evaluation as well.
- The department chair’s teaching assignments should be adjusted to allow increased time for administrative responsibilities.
- PDS students and student teachers make good use of Palm Pilots. How will this aspect of the program continue once the grant ends?

**Items that Must Be Addressed Prior to State Board Action:**

- 1) The state requires that each institution has a functioning advisory committee. Please submit names of the advisory committee members (once finalized) and submit meeting schedules, agendas, and minutes for the 2005-06 through 2007-08 academic years.

**Clarke's Response:** A functioning advisory board has been established. Names of members have been submitted to the DE as have notes of the November, 2005, meeting. A second meeting is scheduled for April, 2006.

- 2) Please explain how you will address the issue of excessive workloads for the education department chair and faculty.

**Clarke's Response:** The Education Department is working with the Administrative Council to generate balance and prevent burnout among education faculty members. The standard faculty load has been decreased from 4/4 to 4/3 for those working in the PDS schools. Further, two new faculty have been hired to teach in the PDS; an additional faculty member will be added for fall of 2006.

The Education Department Chairperson's load has been redefined, and course load assignments will be reduced to two courses per semester.

- 3) How will you ensure that faculty are able to participate in the PDS professional development activities as well as those related to their individual specialty areas?

**Clarke's Response:** Faculty will be rotated in and out of the PDS schools, and release time will be credited for projects related to professional work.

- 4) Please describe your plans for ongoing funding for the Palm Pilots.

**Clarke's Response:** Proposals have been submitted for a number of technology grants. Support specifically for the Palm Pilots is being investigated.

**Final Recommendation:** Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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## II. Diversity

**Initial Team Decision:**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Strengths**

- The college mission addresses the issue of diversity: "We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values...supporting and caring for one another...respecting individual rights, privacy, and diversity."

- The current college mission and strategic plan address diversity, and diversity will be a key issue in the new strategic plan.
- Policies have been written for recruiting and retaining a diverse faculty and student population, and financial aid is available to support this effort.
- The college employs a Director of Multicultural Student Services.
- Clarke has been successful in recruiting international students, especially from Puerto Rico. The ESL program provides support for students who do not speak English as their first language.

#### Concerns

- Despite efforts to recruit a diverse faculty and student population, the college still lacks significant diversity. However, given the demographics of the area, it appears that Clarke is doing what it can to attract and support diversity on campus.

**Items that Must Be Addressed Prior to State Board Action:** None

#### Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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### III. Faculty Qualifications

#### Initial Team Decision:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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#### Strengths

- The Education Department is made up of strong, passionate, and dedicated faculty. Faculty members bring many years of experience in area schools, and they do an excellent job of collaborating with each other and the PDS staff. Faculty do an excellent job of modeling a variety of research-supported strategies in their classes
- The methods classes are a strong point in this program. Both elementary and secondary instructors are selected for their expertise and demonstrated skill as classroom instructors.
- The performance standard and evaluation procedures for part-time faculty are the same as for tenure track faculty.
- It is clear that despite the heavy faculty loads, a commitment still exists to scholarly work such as research, graduate study, and the development of skills that meet college and departmental needs as well as service to the community.
- Faculty members agree that departmental collaboration is an intentional effort. The unit is cohesive and functions very well as a team under the effective leadership of the program chair.
- Many faculty members have been actively engaged in team teaching and in clinical settings that are relevant to their assignments.
- As solid system is in place for evaluation of faculty.

### Concerns

- Advisors for elementary education majors have very heavy loads compared to the rest of the faculty.
- Teachers at the PDS schools spend more time in this part of their assignment than is reflected in the 7.5 semester hour load credit assigned. Additional credit for PDS assignments should be allocated.
- The contract for the Licensure/Field Experience Coordinator should be increased. The responsibilities and amount of time devoted to placement and licensure activities go far beyond a half-time contract.

### Items that Must Be Addressed Prior to State Board Action:

- 1) Please describe how you will document the 40 hours of team teaching activities in the future (including secondary level); please include a form that summarizes specific teaching locations, dates, activities, etc.

**Clarke's Response:** All fulltime faculty members teach in the PDS schools at one time or another during the accreditation period. By design, the PDS model includes team teaching every day that college faculty are in schools. A chart was provided that details the semester(s), locations, and levels in which college faculty regularly teach.

- 2) Please describe how you will address the issues of faculty loads and credit reduction/extra salary for administrative responsibilities.

**Clarke's Response:** The Education Department is addressing the load at Professional Development Schools through a site rotation process. All faculty members in the department will be rotated out of the block and be provided with release time for other duties. An additional instructor has been hired and will be part of the PDS rotation. Please refer to response under Part I Governance/Resources for additional information.

**Final Recommendation:** Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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## IV. Clinicals

### Initial Team Decision:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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### Strengths

- Without a doubt, the single greatest strength at Clarke is the Professional Development School (PDS) Model. The PDS model allows candidates to apply what they have learned in a college classroom to a “real” K-12 classroom with “real” students. The quality of this preparation model makes it one of the strongest in the state.

- College and PDS faculty collaborate and communicate on a regular basis. Team members commented on the high energy of the supervising instructors at the PDS schools.
- The candidates participate in more field experience hours than are required, with upwards of 90 hours of pre-student teaching contact hours.
- The expansion of the PDS model to music and special education students occurred in the fall of 2005. Expansion of the PDS model to middle and high school is scheduled for August of 2007.
- The selection of schools for the field experience placements offers candidates multiple opportunities to observe and practice.
- The PDS settings for elementary students ensure that these candidates observe and practice in a variety of placements with diverse student populations.
- Annual cooperating teacher workshops are offered and appear to be of high quality.

**Final Decision:**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**V. Assessment: Candidates**

**Initial Team Decision:**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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**Strengths**

- Students are well aware of the state and national standards (specifically INTASC) and how they are aligned with the Clarke standards and assessment benchmarks. Graduates report that the portfolios were extremely helpful as they began to build their first and second year teaching portfolios.
- Although the team was able to speak with only a few graduates, it is certainly worth noting that all of those students were extremely positive about their Clarke College experience and felt that they left the college well prepared to teach.

**Concerns:** Noted in following section of the report.

**Items that Must Be Addressed Prior to State Board Action:**

- 1) Please provide detailed information and documentation on the following items:
  - a) Knowledge, skills, and dispositions identified by the profession and assessed by the program.  
**Clarke's Response:** The program submitted to the state a thorough document outlining knowledge, skills and dispositions in all of the program standards, including rubrics for evaluation of candidates.
  - b) Alignment of unit's expectations with state and national standards.

**Clarke's Response:** The document noted above is based upon the INTASC and Iowa standards with three additional Clarke program standards. National content standards are referenced in candidates' lesson plans.

- c) Core professional education knowledge.

**Clarke's Response:** The program described in detail is the focus of each of the core courses as well as its plan to design rubrics for evaluation of artifacts from each of the core courses. These will become part of the new assessment system using Livetext.

- d) Dispositions and knowledge related to diversity.

**Clarke's Response:** Dispositions are incorporated into the document noted above as well as in course syllabi. The Program developed and is currently using a dispositional checklist that includes items specific to diversity.

- e) Reading preparation for elementary teachers.

**Clarke's Response:** All elementary candidates complete two reading methods courses. Included in one course is exposure to the Reading Recovery program.

- f) Integration of technology into instruction.

**Clarke's Response:** The document noted in (a) includes a standard outlining requirements for utilization of technology in teaching. The Department recently submitted grant proposals for assistance in technology in the elementary and special education programs. A new faculty member has been hired who has expertise in technology education.

- 2) Please clarify the situation with your proposed Master's Degree program.

**Clarke's Response:** All graduate programs in education at Clarke College have been discontinued with the exception of the Master of Arts in Education (MAE). This degree offers two areas of emphasis:

- 1) Instructional Leadership, designed for teachers who are educational leaders, but do not seek an administrative endorsement.
- 2) Literacy/Reading, focused on developing professional expertise in the area of reading and leading to reading endorsements in K-6 or 7-12 as well as the Reading Specialist K-12 Endorsement.

**Final Recommendation:** Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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## VI. Assessment: Program

### Initial Team Decision:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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### Strengths

- Clarke's small size and close contact with students enables faculty to informally monitor, guide, and evaluate student progress.

### Concerns

- While Clarke does indeed have multiple, discrete assessments of candidate performance, there is no overall assessment system that allows the department to use data to specifically inform program improvement.
- Iowa program approval rules require that institutions annually evaluate their programs via feedback from graduates and their employers. The team did not find evidence that this has been completed during the past five years. This presents an opportunity to gather rich information that will enhance program development.

### Items that must be Addressed Prior to State Board Action:

- 1) Please submit a detailed evaluation system for candidates and the overall program by November 1, 2005.

**Clarke's Response:** The Education Department is implementing a new plan for assessing unit performance, beginning in August, 2006, using Livetext and supported by the Iowa DE Teacher Quality Enhancement (TQE) Grant. The proposal, including time line, has been submitted to the DE; funding has been approved.

- 2) Please submit advisory council meeting agendas and minutes for the 2005-06 and 2006-07 academic years.

**Clarke's Response:** Completed as noted in Section I of this report, Governance/Resources.

- 3) Please submit summaries of your graduate and employer feedback for the 2005-06 and 2006-07 academic years.

**Clarke's Response:** An April, 2005, survey of all candidates participating in the PDS aspect of the program were surveyed; a detailed report resulted, indicating positive results. Surveys of graduates and employers will be required in the future, and will be assisted by information regarding graduates teaching in Iowa provided by the DE and BoEE through the TQE Grant.

**Final Recommendation:** Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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